# Effective Practices for Secondary Transition

# Indicator 13 IEP Review Checklist 2012-2013

**District/School Building:** **Teacher Name:**

**Date:**       **Pre-Review** **Post-Review**

**Name of Reviewer(s**): \_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewer****:  Self** **IU** **PaTTAN  Special Education Administrator**

**Special Education Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Rate each item within a section as ‘Yes’ if all components in the question are evidenced in the IEP and other documentation. If any part is absent, rate the item as ‘No.’ Apply this approach to each item unless otherwise directed in the question. At the end of a section, review the instructions to determine if, overall, the summary rating for the section is ‘Yes’ or ‘No’. Please read the directions carefully for each section, as determinations of summary ratings vary, depending on the items.

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| 1. Is there evidence that the student was invited to the IEP meeting?  *20 U.S.C. 1416(a)(3)(B) - PA Compliance File Review Question # 247* | | | | |
| **Locate the IEP invitation letter.** | **Yes** | **No** |  | |
| Is there an IEP Invitation Letter specifically addressed to the student? |  |  |
| **Summary rating: If the answer to the question above is Yes, check Yes. Otherwise, check No.** | | | **Yes** | **No** |
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| Comments: | | | | |

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| 2. For transition services that are likely to be provided or paid for by other agencies, is there evidence that representatives of the agency(ies) were invited with parent consent to the IEP meeting? *§300.321(b)(3) - PA Compliance File Review Question # 246* | | | | |
| **Locate the current IEP and invitation. Answer both A and B below.** | **Yes** | **No** |  | |
| 1. Does the IEP (Present Levels) include information regarding agency involvement? |  |  |
| 1. Were representatives from other agencies invited to the IEP meeting with parental consent? *If YES, skip the remaining items in this section and record the summary rating.* |  |  |
| **If agencies were *NOT* invited…** | | |
| * 1. Was it too early to determine that outside agency involvement was needed? |  |  |
| * 1. Was it unlikely that an outside agency would be providing or paying for services? |  |  |
| * 1. Did parents refuse to consent to inviting outside agency personnel? |  |  |
| **Summary rating: If the answer to A is No, check No. If the first two questions (A and B) are Yes, check Yes. If the answer to any of the last 3 questions (1-3) is Yes, check Yes.** | | | **Yes** | **No** |
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| Comments: | | | | |

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| 3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?  *§300.320(b)(1) – PA Compliance File Review Question # 289* | | | | |
| **Locate assessment information in the student’s IEP Present Levels (section II of the IEP).** | **Yes** | **No** |  | |
| 1. Were age-appropriate assessments (formal or informal assessments of interests, preferences, aptitudes, achievement) conducted in order to develop postsecondary goals? |  |  |
| 1. Is there evidence that assessments are given and/or updated each year? (refer to Question 4F below) |  |  |
| 1. Was all assessment data **interpreted** and utilized in the development of the present levels, postsecondary goals and transition services and activities? |  |  |
| 1. Is there baseline data in the present levels to support the development of the measurable annual goals? |  |  |
| **Summary rating: If the answer to all questions is Yes, check Yes. Otherwise, check No.** | | | **Yes** | **No** |
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| Comments: | | | | |

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| 4. Is (Are) there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? *20 USC 1414 614(d)(1)(A)(i)(VIII)(aa) – PA Compliance File Review Question # 290* | | | | |
| **Locate IEP Present Levels (section II of the IEP) AND the transition component of the IEP (section III of the IEP, also called the “Transition Grid”).** | **Yes** | **No** |  | |
| 1. Do present education levels provide evidence that all 3 post-secondary goal areas have been considered? |  |  |
| 1. Is there a post-secondary goal for **Education/Training** OR a statement that the area was addressed by the IEP team? |  |  |
| 1. Is there a post-secondary goal for **Employment** OR a statement that the area was addressed by the IEP team? |  |  |
| 1. Is there a post-secondary goal for **Independent Living** OR a statement that the area was addressed by the IEP team? |  |  |
| 1. Will all goals occur after the student graduates from high school? |  |  |
| **Summary rating: If the answer to all questions is Yes, check Yes. Otherwise, check No.** | | | **Yes** | **No** |
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| Comments: | | | | |

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| 4F. Is there evidence that the postsecondary goal(s) that covers education or training, employment, and, as needed, independent living are updated annually?  *20 U.S.C. 1416(a)(3)(B)) PA Compliance File Review Question # 291* |
| Note: During cyclical monitoring, the previous year’s IEP will be reviewed to determine that the postsecondary goal(s) that covers education or training, employment, and, as needed, independent living, are updated annually. Evidence of updating would include conducting assessments each year and revising the transition grid, including postsecondary goals, based on new assessment data.  ***For Indicator 13 IEP Review purposes, this question will not be addressed.*** |

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| 5. Is there evidence that transition services include courses of study that focus on improving academic and functional achievement and will reasonably enable the student to meet his/her postsecondary goals?  *§300.320(b)(2) PA Compliance File Review Question # 292a* | | | | | |
| **Locate the transition component of the IEP (section III of the IEP, also called the “Transition Grid”).** | | | |  | |
| For **each** targeted postsecondary goal area: | **Yes** | **No** | **N/A** |
| 1. Are the courses listed by name? |  |  |  |
| 1. Do the courses align with the student’s postsecondary goals? |  |  |
| 1. If the student’s schedule has changed for any reason, has the IEP been updated to reflect those changes? |  |  |  |
| **Summary rating: If the answer to the first 3 questions is Yes, check Yes. If the answer to the 3rd question is N/A and all others are Yes, check Yes. Otherwise, check No.** | | | | **Yes** | **No** |
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| Comments: | | | | | |

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| 6. Are there **transition services** in the IEP that focus on improving academic and functional achievement that will reasonably enable the student to meet his/her postsecondary goals? *20 USC 1401 602(34)(A) PA Compliance File Review Question # 292b* | | | | | |
| **Locate the transition component of the IEP (section III of the IEP, also called the “Transition Grid”).** | **Yes** | **No** | **N/A** |  | |
| 1. For **each** targeted postsecondary goal area, is the box at the top of the grid section checked “Yes” to indicate that there is one or more measurable annual goal(s) related to that postsecondary goal? |  |  |  |
| 1. For **each** targeted postsecondary goal area, does the transition grid contain a reference to one or more measurable annual goal(s) [**service(s)]** addressing a skill need? |  |  |
| 1. Are all measurable annual goals referenced as **services** in the Transition Grid? |  |  |
| 1. For **each** targeted postsecondary goal area, does the transition grid contain at least one **activity** to help a student reach that goal, (e.g., college or employment visit or fair, meeting with an agency representative, job shadowing, resume preparation, etc.)? |  |  |
| 1. Based on data in the Present Level Section, if a postsecondary goal area **is not** targeted, is the related grid section left blank? |  |  |  |
| **Summary rating: If the answer to all questions is Yes or Yes and N/A, check Yes. Otherwise, check No.** | | | | **Yes** | **No** |
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| Comments: | | | | | |

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| 7. Are there measurable annual IEP goals based on needs identified in present levels that will reasonably enable the child to meet the postsecondary goal(s)? *Indicator 13 language - PA Compliance File Review Question # 292c* | | | | |
| **Locate the annual goals pages in the IEP (section V of the IEP). Review each annual goal.** | | | | |
| Does **each** annual goal (and short term objective) contain: | **Yes** | **No** |  | |
| 1. a condition? |  |  |
| 1. the student’s name? |  |  |
| 1. clearly defined behavior (observable and measurable)? |  |  |
| 1. performance criteria including: | | |
| * 1. level of performance (how well?) |  |  |
| * 1. number of times needed to demonstrate mastery (how consistently?) |  |  |
| * 1. evaluation schedule (how often and by what method will the student be evaluated?) |  |  |
| 1. Is there alignment between the present levels, needs, the Transition Grid, and measurable annual goals? |  |  |
| **Summary rating: If the answer to all questions is Yes, check Yes. Otherwise, check No.** | | | **Yes** | **No** |
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| Comments: | | | | |

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| **Summary: Does the IEP meet the requirements of Indicator 13?** | | | | |
| **Count the number of Yes and No ratings and record below:** | | | **Overall summary rating: If the answer to all 7 questions is Yes, check Yes. Otherwise, check No.** | |
| # of **Yes** summary ratings: | # of **No** summary ratings: | **Total** summary ratings:  (Note: *If total does not equal 7, count again.)* |  | |
|  |  |  | **Yes** | **No** |
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| Comments: | | | | |